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ABSTRACT

The Michigan Department of Education's vision for health education is a continuum of learning experiences which enables people to make informed decisions, modify behaviors, and change social conditions in ways that are health enhancing, with students learning to obtain, interpret, and apply health information and services in ways that protect and promote personal, family, and community health. The seven standards state that all students will be able to: (1) apply health promotion and disease prevention concepts and principles to personal, family, and community health issues; (2) access valid health information and appropriate health promoting products and services; (3) practice health enhancing behaviors and reduce health risks; (4) analyze the influence of cultural beliefs, media, and technology on health; (5) use goal setting and decision making skills to enhance health; (6) demonstrate effective interpersonal communication and other social skills which enhance health; and (7) demonstrate advocacy skills for enhanced personal, family, and community health. (SM)

HEALTH EDUCATION CONTENT STANDARDS AND BENCHMARKS

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MICHIGAN DEPARTMENT OF EDUCATION

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HEALTH EDUCATION

VISION

Health education is that continuum of learning experiences which enables people, as individuals and as members of social structures, to make informed decisions, modify behaviors, and change social conditions, in ways which are health enhancing. Students learn to obtain, interpret, and apply health information and services in ways that protect and promote personal, family, and community health.

A health educated person will be able to:

- apply health promotion and disease prevention concepts and principles to personal, family, and community health issues;
- assess, achieve, and maintain health enhancing behaviors throughout life;
- identify and manage controllable health risks;
- respect and promote the health of others; and
- select, access, and use health services, products, and information.

CONTENT STANDARDS

Applied Health Concepts

Accessing Information

Health Behaviors

Influences

Goal Setting and Decision-making

Social Skills

Health Advocacy

All students will:

1. apply health promotion and disease prevention concepts and principles to personal, family, and community health issues;
2. access valid health information and appropriate health promoting products and services;
3. practice health enhancing behaviors and reduce health risks;
4. analyze the influence of cultural beliefs, media, and technology on health;
5. use goal setting and decision-making skills to enhance health;
6. demonstrate effective interpersonal communication and other social skills which enhance health; and
7. demonstrate advocacy skills for enhanced personal, family, and community health.

HEALTH EDUCATION

CONTENT STANDARDS AND DRAFT BENCHMARKS

Applied Health Concepts

Content Standard 1: All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues.

Elementary	Middle School	High School
<ul style="list-style-type: none"> Describe the basic structure and functions of the human body systems. Recognize that personal health behaviors influence an individual's well being. Identify indicators of mental, emotional, social, and physical health during childhood. Describe how the family influences the health of individuals. Describe how physical, social, and emotional environments influence personal health. 	<ul style="list-style-type: none"> Describe how health is influenced by the interaction of body systems. Explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and other health problems. Describe the interrelationship of physical, intellectual, emotional, and social health during adolescence. Describe how the family and peers influence the health of individuals. Analyze how heredity, environment, and personal health are related. 	<ul style="list-style-type: none"> Explain the impact of personal health behaviors on the functioning of body systems. Analyze how behavior can impact health maintenance and disease prevention. Describe the interrelationships of physical, intellectual, emotional, and social health during childhood. Analyze how the family, peers, and the community influence the health of individuals. Analyze how the environment influences the health of people in a community.

Applied Health Concepts (cont.)

- Identify the most common health problems of children.
 - Identify health problems that should be detected and treated early.
 - Recognize that most injuries and illnesses can be prevented or treated.
 - Describe ways to reduce risks related to adolescent health problems.
 - Recognize that most causes of premature health problems can be prevented by positive health practices and appropriate health care.
 - Analyze the risks of potential health problems during adulthood.
 - Analyze the role of public health policies and laws in the prevention and control of disease and other health problems.
 - Chronicle the historical impact of disease and other health problems on contemporary health practices.
 - Describe how the prevention and control of health problems are influenced by research and medical advances.
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Accessing Information Services

Content Standard 2: All students will access valid health information and appropriate health promoting products and services.

Elementary	Middle School	High School
<ul style="list-style-type: none">• Identify characteristics of valid health information and health promoting products and services.	<ul style="list-style-type: none">• Analyze the validity of health information, products, and services.	<ul style="list-style-type: none">• Evaluate the validity of health information, products, and services.
<ul style="list-style-type: none">• Demonstrate the ability to locate resources from the home, school, and community that provide valid health information.	<ul style="list-style-type: none">• Demonstrate the ability to utilize resources from the home, school, and community that provide accurate health information.	<ul style="list-style-type: none">• Demonstrate the ability to evaluate resources from the home, school, and community that provide accurate health information.
<ul style="list-style-type: none">• Explain how media influences the selection of health information, products, and services.	<ul style="list-style-type: none">• Analyze how media influences the selection of health information and products.	<ul style="list-style-type: none">• Evaluate factors that influence personal selection of health products and services.
<ul style="list-style-type: none">• Demonstrate the ability to locate school and community health helpers.	<ul style="list-style-type: none">• Synthesize accurate information from a variety of sources regarding a community health issue.	<ul style="list-style-type: none">• Analyze the cost and accessibility of health care services.
	<ul style="list-style-type: none">• Compare the costs and validity of health products.	<ul style="list-style-type: none">• Demonstrate the ability to access school and community health services for self and others.
	<ul style="list-style-type: none">• Describe situations requiring professional health services.	

Health Behaviors

Content Standard 3: All students will practice health enhancing behaviors and reduce health risks.

Elementary	Middle School	High School
<ul style="list-style-type: none"> Identify responsible health behaviors. 	<ul style="list-style-type: none"> Explain the importance of assuming responsibility for personal health behaviors. 	<ul style="list-style-type: none"> Analyze the role of individual responsibility for enhancing health.
<ul style="list-style-type: none"> Compare behaviors that are safe to those that are risky or harmful. 	<ul style="list-style-type: none"> Distinguish between safe, risky, and harmful behaviors in relationships. 	<ul style="list-style-type: none"> Analyze the short-term and long-term consequences of safe, risky, and harmful behaviors.
<ul style="list-style-type: none"> Demonstrate strategies to positively manage stress. 	<ul style="list-style-type: none"> Demonstrate strategies to positively manage stress. 	<ul style="list-style-type: none"> Demonstrate strategies to positively manage stress.
<ul style="list-style-type: none"> Demonstrate strategies to improve or maintain personal health. 	<ul style="list-style-type: none"> Demonstrate ways to avoid threatening situations and reduce conflict. 	<ul style="list-style-type: none"> Evaluate a personal health assessment to determine strategies for health enhancement and risk reduction.
<ul style="list-style-type: none"> Demonstrate ways to avoid threatening situations and reduce conflict. 	<ul style="list-style-type: none"> Demonstrate strategies to improve personal and family health. 	<ul style="list-style-type: none"> Develop strategies to improve personal, family, and community health.
<ul style="list-style-type: none"> Demonstrate injury prevention and management strategies. 	<ul style="list-style-type: none"> Develop injury prevention and management strategies for personal and family health. Analyze a personal health assessment to determine health strengths and risks. 	<ul style="list-style-type: none"> Demonstrate ways to avoid threatening situations and reduce conflict.

Influences

Content Standard 4: All students will analyze the influence of cultural beliefs, media, and technology on health.

Elementary	Middle School	High School
<ul style="list-style-type: none">• Describe how culture influences personal health practices.	<ul style="list-style-type: none">• Describe the influence of cultural beliefs on health behaviors and the use of health services.	<ul style="list-style-type: none">• Analyze how cultural diversity enriches and challenges health behaviors.
<ul style="list-style-type: none">• Explain how the media influences thoughts, feelings, and health behaviors.	<ul style="list-style-type: none">• Describe how messages from media and other sources influence health behaviors.	<ul style="list-style-type: none">• Evaluate the effect of media and other factors on personal, family, and community health.
<ul style="list-style-type: none">• Describe ways technology can influence personal health.	<ul style="list-style-type: none">• Analyze the influence of technology on personal and family health.	<ul style="list-style-type: none">• Evaluate the impact of technology on personal, family and community health.
<ul style="list-style-type: none">• Explain how information from school and family influences health.	<ul style="list-style-type: none">• Analyze how information from peers influences health.	<ul style="list-style-type: none">• Analyze how information from the community influences health.• Demonstrate the ability to use computer technology to locate health information.

Goal Setting and Decision Making

Content Standard 5: All students will use goal setting and decision-making skills to enhance health.

Elementary	Middle School	High School
<ul style="list-style-type: none"> Predict outcomes of positive health decisions. 	<ul style="list-style-type: none"> Demonstrate the ability to apply a decision making process to health issues and problems individually and collaboratively. 	<ul style="list-style-type: none"> Demonstrate the ability to utilize various strategies when making decisions related to health needs of young adults.
<ul style="list-style-type: none"> Demonstrate the ability to apply a decision making/problem solving process to health issues and problems. 	<ul style="list-style-type: none"> Demonstrate the ability to ask for assistance when making health-related decisions. 	<ul style="list-style-type: none"> Implement and evaluate a plan for achieving a personal health goal.
<ul style="list-style-type: none"> Demonstrate the ability to ask for assistance when making health-related decisions and setting health goals. 	<ul style="list-style-type: none"> Analyze the role of individual, family, community, and cultural values when making health-related decisions. 	<ul style="list-style-type: none"> Demonstrate the ability to ask for assistance when making health-related decisions.
<ul style="list-style-type: none"> Recognize the impact family, school, and community members have on making health-related decisions. 	<ul style="list-style-type: none"> Explain how decisions regarding health behaviors have consequences on self and others. 	<ul style="list-style-type: none"> Analyze health issues that require collaborative decision making.
<ul style="list-style-type: none"> Set a personal health goal and track progress toward its achievement. 	<ul style="list-style-type: none"> Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities. 	<ul style="list-style-type: none"> Predict the immediate and long term impact of health decisions on the individual, family, community, and the environment.
	<ul style="list-style-type: none"> Apply strategies and skills needed to attain personal health goals. 	<ul style="list-style-type: none"> Evaluate their (students') ability to make health decisions.

Social Skills

Content Standard 6: All students will demonstrate effective interpersonal communication and other social skills which enhance health.

Elementary	Middle School	High School
<ul style="list-style-type: none"> Distinguish between verbal and nonverbal communication. 	<ul style="list-style-type: none"> Demonstrate effective verbal and nonverbal communication skills. 	<ul style="list-style-type: none"> Demonstrate skills for communicating effectively with family, peers, and others.
<ul style="list-style-type: none"> Describe characteristics needed to be a responsible friend and family member. 	<ul style="list-style-type: none"> Describe how the behavior of family and peers affects interpersonal communication. 	<ul style="list-style-type: none"> Demonstrate how support and respect for family members of all ages can be communicated.
<ul style="list-style-type: none"> Demonstrate healthy ways to express needs, wants, and feelings. 	<ul style="list-style-type: none"> Demonstrate healthy ways to express needs, wants, and feelings. 	<ul style="list-style-type: none"> Demonstrate strategies for solving interpersonal problems without harming self or others.
<ul style="list-style-type: none"> Demonstrate ways to communicate care, consideration, empathy, and respect for self and others. 	<ul style="list-style-type: none"> Demonstrate ways to communicate care, consideration, empathy, and respect for self and others. 	<ul style="list-style-type: none"> Analyze how interpersonal communication affects relationships.
	<ul style="list-style-type: none"> Demonstrate communication skills for building and maintaining healthy relationships. 	<ul style="list-style-type: none"> Demonstrate ways to communicate care, consideration, empathy, and respect for self and others.
<ul style="list-style-type: none"> Demonstrate attentive listening skills. 	<ul style="list-style-type: none"> Demonstrate attentive listening skills. 	<ul style="list-style-type: none"> Demonstrate attentive listening skills.
<ul style="list-style-type: none"> Demonstrate refusal and negotiation skills to enhance health. 	<ul style="list-style-type: none"> Demonstrate refusal and negotiation skills to enhance health. 	<ul style="list-style-type: none"> Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations.
<ul style="list-style-type: none"> Differentiate between negative and positive behaviors used in conflict situations. 	<ul style="list-style-type: none"> Analyze the possible causes of conflict among youth in schools and communities. 	<ul style="list-style-type: none"> Analyze the possible causes of conflict in schools, families, and communities.
<ul style="list-style-type: none"> Demonstrate non-violent strategies to resolve conflicts. 	<ul style="list-style-type: none"> Demonstrate strategies to manage conflict in healthy ways. 	<ul style="list-style-type: none"> Demonstrate strategies used to prevent violence.

Health Advocacy

Content Standard 7: All students will demonstrate advocacy skills for enhanced personal, family, and community health.

Elementary	Middle School	High School
<ul style="list-style-type: none">• Describe a variety of methods to convey accurate health information and ideas.	<ul style="list-style-type: none">• Demonstrate the ability to access community agencies that advocate for healthy individuals, families, and communities.	<ul style="list-style-type: none">• Evaluate the effectiveness of communication methods for accurately expressing health information and ideas.
<ul style="list-style-type: none">• Express information and opinions about health issues in written and oral form.	<ul style="list-style-type: none">• Demonstrate the ability to influence and support others in making positive health choices.	<ul style="list-style-type: none">• Demonstrate the ability to influence and support others in making positive health choices.
<ul style="list-style-type: none">• Identify community agencies that advocate for healthy individuals, families, and communities.	<ul style="list-style-type: none">• Demonstrate the ability to work cooperatively with others to advocate for healthy individuals, families, and schools.	<ul style="list-style-type: none">• Demonstrate the ability to work cooperatively with others to advocate for healthy individuals, families, and communities.
<ul style="list-style-type: none">• Demonstrate the ability to influence and support others in making positive health choices.	<ul style="list-style-type: none">• Express information and opinions about health issues.	<ul style="list-style-type: none">• Express information and opinions about health issues.
		<ul style="list-style-type: none">• Demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience.



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